# Comprehensive Examination

# Educational Technology Leadership Master’s Program

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# **Comprehensive Examination of Educational Technology Leadership**

# This Comprehensive Exam will encompass my total internship experience as it relates to Lamar University’s Educational Technology Leadership Master’s Program. Topics to be addressed are my personal goals, leadership goals, vision for educational technology, knowledge I’ve gained through the program, reflection of the most beneficial courses, personal professional development plans over the next three years, and an update curriculum vitae of my professional background and experiences.

# **Career and Leadership Goals**

I am currently employed as a district level Instructional Technology Facilitator in the San Antonio Independent School District (SAISD). I have been employed with SAISD for five months. I was previously employed with the Southwest Independent School District in San Antonio for 12 years.

Throughout my career I have served in the following capacities: 5th Grade teacher, 5th Grade Level Facilitator, Campus Science Facilitator, Teacher Mentor through the Our Lady of the Lake Mentorship Program, served as a member of the District Science Committee, District Technology Committee, Campus Improvement Team, Campus Instructional Team, Campus Leadership Team, Coordinator of the Campus Technology Committee, and Campus Instructional Technologist.

In 2005, I was voted as Teacher of the Year for Kriewald Road Elementary. I was selected by committee and served as the 2005 District Teacher of the Year for the Southwest Independent School District. I was awarded the ExCEL Award for Excellence in Education, received the "Golden Apple" trophy, and was a nominee for the Trinity Prize for Excellence in Teaching.

My future aspirations are to become a District Level Technology Director. After adequate time and acquisition of the knowledge and skills of that position, I would like to advance to the level of an Executive Director or an Assistant Superintendent of Technology. I want to be in a position that will allow me the opportunity to “Establish a shared vision and strategic technology plan that would help move my organization in a new and exciting direction” (Casey, 2004, p. 26) and that would support and adequately prepare students to be productive citizens in a society that has become highly dependent on digital-age work.

**Vision of Educational Technology**

In my mind’s eye, I picture a learning environment, within each classroom that would adequately represent the digital age of the 21st century. It would be evident that teachers have learned how to “Put engagement before content when teaching and have paid attention to how their students learn, and value what their students know and are capable of doing” (Prensky, 2006, p. 2).

Teachers will have learned how to incorporate and capitalize on their student’s knowledge of digital communication, and “Have adopted and incorporated into their lessons new systems for communicating, (instant messaging), sharing (blogs), exchanging (peer-to-peer technology), creating (Flash), meeting (3D worlds), collecting (downloads), coordinating (wikis), evaluating (reputation systems), searching (Google), analyzing (SETI), reporting (camera phones), programming (modding), socializing (chat rooms), and even learning (Web surfing)” (Prensky, 2006, p. 2).

Understanding that none of the above would be possible without a highly effective technology plan that included and addressed the four essential components of technology implementation, as outlined by the STaR Chart, equitably in regards to planning and financial backing. These four areas are Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure for Technology.

My vision of a model classroom and where I would like to see Instructional Technology be with in my district and beyond our boundaries, would be based on a realistic view of what could possibly be attained in five years and with the availability of funds. A main source of guidance and information I would refer to from the beginning would be the Horizon Report: 2009 K-12 Edition, which is “An ongoing research project that seeks to identify and describe emerging technologies likely to have a large impact on teaching, learning, research, or creative expression within education around the globe” (Johnson, Levine, Smith, and Smythe, 2009, p. 3).

Our district would have a well-developed technology plan that “Ensured all schools were equipped with the necessary technology hardware and infrastructure to meet the needs of the 21st century learner, and hardware standards were developed for each site” (Southwest Independent School District, 2009).

Also included in this plan would be “An approved list of computers, laptops, projectors, interactive boards and other technology related equipment that would be supported through the District Technology Division within our schools. These documents would be utilized as a guide for all campuses when planning or purchasing new technologies for a campus site. As technology progresses and upgrades to technologies are made, updates to the documents would also be made” (Southwest ISD Technology Department, 2009).

As a result of having all of the above in place and fully supported by both district and campus level administration, each classroom would be equipped with the following:

* 1 Mounted Interactive White Board
* 1 Interactive tablet
* 1 Mounted LCD projector
* Ceiling mounted speakers
* 1 dedicated teacher laptop
* 5 Desktop computers
* All computers loaded with Windows 2007
* All computers loaded with Microsoft Office 2010
* 1 Student Response System
* 1 High-end digital camera
* Flip camera
* Headset for each computer
* Tripod on wheels
* Flatbed scanner
* 42’or larger flat panel TV for smaller work groups mounted on a mobile cart
* Dedicated video origination capabilities consisting of 1 camera (mounted on same mobile cart as flat panel TV) used for:
  + Recording sessions
  + Video conferencing
  + Distance learning
* 5 Web Cams (at least one per Desktop) to allow for Desktop Video Conferencing
* Cable and satellite and internet based programming
* Adjustable light fixtures (dimmer switches).
* 5 Computers on Wheels per grade-level (w/25-30 laptops on each)
* 1 Document camera
* Continue to provide ongoing training and support

I realize that this list represents several thousands of dollars worth of spending and a tremendous amount of commitment from both district and campus allotted funds, but in order to meet the diverse “Needs of our mixed-ability classrooms” (Wahl & Duffield, 2005, p. 2), and help our educators prepare their students to become highly qualified wage earners in our “Increasing digital and networked world” (Armstrong & Warlick, 2004, p. 22), spending is both warranted and frankly, should be expected by all of our constituents.

**References**

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